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ABSTRACT

This project report points out problems and possibilities of mandated educational reform in Sweden. The School-Home-Leisure (SHL) Project was designed to investigate problems within the traditional school system associated with introducing an integrated school day in accordance with the 1976 decision of Parliament. Meetings of a working party formed of educational psychologists, social service personnel, teachers and head teachers, youth club and other local organization representatives are a central part of the SHL project. Taking a total view of pupils as the starting point, the object of the project is to promote and evaluate expanded and integrated cooperative linkages between school, home, social welfare authorities, local authority leisure activities and voluntary community organizations. The work of the project consists of problem analysis, field evaluation of activities, and contacting, informing and training personnel. In the report the following topics are briefly discussed: content and objectives of the project activities, problem analyses, evaluation and activities in the field, contacts and dissemination of information, and the nature of various interest groups involved as a working party. Also included is a list of reports, summaries and memoranda from the project concerning problem analyses and experimental schemes. (Author/SS)

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Project number: 2064

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1 BACKGROUND

One of the main features of developments in schools over the last decade has been an expansion of the social functions of the school. The greater responsibility assumed by the school is of several dimensions, some of which will be outlined here.

The school is being increasingly viewed as an integrated part of the total array of services offered by society. A total view of the pupil is what underlies this thinking. The school is undertaking to care more for children and adolescents during the school day and times closely related to it. The broader concept of the school day within the framework of an integrated school day is an expression of this. The school thereby acquires certain social tasks which, in the past, had fallen within the pupil's leisure time. However, these tasks cannot be sharply delimited in relation to the tasks devolving on other institutions and organizations in society. Developments here have thus been in the direction of greater assumption of responsibility on the part of the school for activities which, in the past, had not primarily fallen to the lot of the school, and in the direction of broader cooperation with social welfare authorities, for example.

Both the experience accumulated in Sweden and international research show unequivocally that the measures that can be taken within the school with respect to organization, methods etc have relatively little effect on the development of the pupils compared with the strength inherent in the pupils' backgrounds. It is therefore a necessity that measures taken by the school on behalf of pupils with social, cultural and linguistic handicaps must focus on the total life situation of the pupil and not merely relate to defined educational techniques. From this view it follows that the school must work in close collaboration with the home and social welfare and other authorities in society in caring for the pupils. Sucessful work on the more directly educational goals of the school can only be achieved if it is given a place in the pupil's overall social context. Parliament's decision to

reform the normal school system in accordance with the recommendations made by the Committee of Enquiry into the Internal Organization of School Activities (SIA) paves the way for a development of this type.

In recent years there has been a trend away from a strictly formalized mode of teaching towards a more open school or open teaching, in which the school is not primarily viewed as a learning environment but rather as a developing environment, taking as its starting point both the pupils' own needs and the social environment. The work of the school takes place in contact with the local community and in interaction with this. This means that not only is the school more open to society but also that the local community has a broader influence on and a greater responsibility for the school. This results in wider points of contact and greater demands for cooperation on the part of the school.

The school is viewed as having a social development function. This does not only find expression in the goals drawn up for the development of the individual pupil but also in the school's own mode of functioning. Democracy, joint responsibility, joint influence, social involvement, cultural life, equality and international responsibility are words which form part of the philosophy of social development by and through the school.

None of these four aspects can be regarded as being independent of the others. They interact in various ways within the framework of the social functions of the school. The integrated school day is an expression of this view.

It is based on a total mode of thinking, by emphasizing the total view of the individual, but also the total view of the work of the school and the total view of the overall role of the school in society.

The practical activity will involve a variety of persons and institutions. Agreement on certain fundamental values, the

total view of the action to be taken and the need for cooperation between authorities, organizations and private persons representing the home, school, leisure and social welfare will constitute constantly recurring problem areas in this connection.

2 CONTENT AND OBJECTIVES OF ACTIVITIES

2.1 Aims and objectives

According to the terms of reference, the SHL-project is to study problems within the normal school system associated with introducing an integrated school day in accordance with the 1976 decision of Parliament. Taking a total view of the development of pupils as the starting point, the object of the project is to devise and test forms of broader cooperation between school, home, social welfare authorities, local authority leisure activities and voluntary community organizations in order to achieve, within the framework of and in association with an integrated school day, greater assumption of responsibility for the total situation of the pupils. In some spheres of activity, analyses of the problem situation are being carried out or the impact of measures already implemented are being evaluated. Another objective is to develop forms of further training of staff within the areas of activity covered by the project. The work of the project thus consists of:

a) problem analysis,
b) evaluation of activities in the field,
c) contact, information and training.

Evaluation of activities in the field is mainly confined to the Malmö local authority area whereas the rest of the project is not restricted to a particular locality.

2.2 Working model

For practical reasons, the activities of the project have been arranged as a sequence model. This means that various

problem areas are examined in a particular sequence during the course of the project and that a similar strategy is employed for the various subordinate problems. The following are to be the subjects of development and analysis: 1) Youth club participation in school, 2) Home-school cooperation, 3) School and cultural life, 4) School and local authority leisure activities, 5) Resource utilization and local evaluation, 6) The managing bodies of the school, 7) Tasks of the teaching staff in the integrated school day. The following aspects are being dealt with within each of these areas: a) Goals and needs, b) Cooperation, values, role conflicts, c) Pupil participation, d) Action for children with social, cultural and linguistic handicaps, e) Requirements of the physical environment, f) Organizational structure.

Evaluation focuses on three types of effect:

- effects on the institution/organization (school, youth clubs etc),
- effects on staff (and parents)
- effects on the pupils.

3 PROBLEM ANALYSES

Analyses of the problem situation have been carried out by means of

- conferences,
- documentary analyses,
- interview surveys.

3.1 School-leisure/Youth club participation

A conference held in the autumn of 1976 on the theme of school -home-leisure, in conjunction with pre-conference documentation and a conference report, became an important starting point

for the project. The following are some of the problem areas discussed at the conference:

- o Cooperation, administration and planning
- o Staff and leaders, pupil participation
- o Youth club participation
- o Environment, facilities
- o Goals
- o The school-home relationship, parent participation

A summary of the conference report is to be found in: Svensson, B.E. Skola-hem-fritid i samverkan. Särtryck och småtryck, Nr 229, 1977. (School-home-leisure in cooperation. Reprints and miniprints, No 229, 1977).

An important part of the project problem analyses is made up of the experience gained from the special resources to schools scheme (SÅS). An English and a Swedish edition of these analyses have been prepared (Gran, B. & Kjellman, L. Education and the integration of leisure activities and pupil welfare). A further account has been presented in a paper prepared by the Malmö region educational development scheme entitled "Special resources to schools" (1977. Swedish only).

The reports stress that in attempting to draw conclusions, one must bear in mind that SÅS resources are somewhat limited compared with ordinary public funds for pupil welfare and child care, social service and leisure activities.

The documentation forming the background to the work of the project is principally based on reports, circulars and directives from central and local government authorities and departments. As a supplement to this, interviews have been conducted within the project with representatives of various interest groups, e.g. teachers, school heads, pupils, parents and youth clubs (Pedagogisk-psykologiska problem, Nr 330, 1978).

The interview surveys span a vast area which is now attracting the attention and direct involvement of a great variety of interested parties: School-home-leisure in cooperation.

The replies to and the comments on the various questions raised in the interviews are extremely diverse and difficult to summarize. The following is an attempt to produce this summary in a few points:

o The interviewees clearly indicated their willingness to cooperate on various issues concerning school-home-leisure. At the same time, the representatives of the various interest groups wish to emphasize the importance of these groups being guaranteed influence on developments within school.

o Relations between the various interest groups have progressed and improved in recent years.

o Greater assumption of responsibility on the part of pupils could bring about a development in school activities, in particular extra-mural activities. But it would probably be possible to see the positive effects on other school or leisure activities.

o The really fundamental problems which must be resolved are the shortfall in supply of staff, money and premises; information and education.

No real solution to the problems indicated is provided through this interview survey. The problems are defined, however, but hardly imply anything new.

Apart from a general review of problems relating to the SIA reform, activities to date have focused on youth club participation in school. A comprehensive survey has mapped out experience, attitudes and pupil involvement in organizations (1467), parents (1386), school staff, leisure services staff and youth club leaders within a particular school area (Videdal) in Malmö.

A preliminary interim report of this survey was published in January 1978 (Göransson, Svensson and Wenell. Videdals-undersökningen ht 1977. Stencil). The results of the survey have now been processed and a final report is expected during the autumn of 1979. The preliminary results have been used as a basis for a local experimental scheme which has been started within the school area.

The following are some of the points made in the study:

o 76% of pupils in years 2-9 are members of one or more youth clubs. The number of youth clubs which pupils are members of decreases with ascending age. Pupils in years 3 and 4 are members of most youth clubs.

o 38% of pupils have become members of youth clubs because others, mainly parents, friends and brothers and sisters, have influenced them.

o 43% of pupils think that it is good for youth clubs to be allowed to work in school. Almost half of them (47%) are unsure of their opinion.

o 70% of parents are in favour of youth clubs being allowed to work in school.

o Only 4% of parents are in favour of acting as leaders during school time.

o The overwhelming majority of teachers are favourably disposed to youth club activities in school during non-teaching hours.

3.2 School-home

The "School-home" section has been the subject of in-depth analyses and discussions in different groups and contexts.

A conference in collaboration with the Malmö district of School-Home has been documented in a report. The report, entitled "Föräldraengagemang i en öppnare skola" (Parent involvement in a more open school) (A. Sjöberg, ed), attempts, by means of presenting accounts of development work in progress and planned, to look at the possibilities open to parents to involve themselves in the activities of the school. An account is given, for instance, of the activities within an action group (SELF) in the Malmö area with representatives of pupils, teachers and parents.

3.3 School and culture

The results obtained from evaluating the youth club participation in school (see below) indicates the need for a broader and more varied selection of activities for pupils during non-timetabled periods. From the pupil questionnaires, it emerges that the interests of a large group of pupils in cultural activities such as singing, music, dancing and drama are not catered for by the present selection of activities offered.

So as to create a basis for further problem analyses within the "School and culture" area, interviews and a survey have been conducted on the Range of cultural activities open to schools (Svensson, B.E. Stencil 1979). Some of the issues and problems discussed here are the range of cultural activities in Malmö, the content, function and distribution, and their alignment with various age groups.

Problem analyses under "School and culture" have also been carried out in a separate memo prior to the regional conference at Bäckaskog in Skåne, "School and culture" being a sub-theme of the conference.

4 EVALUATION AND ACTIVITIES IN THE FIELD

4.1 Participation of youth clubs in school

4.1.1 Extensive study

During the 77/78 and 78/79 school years, the project has been involved in the youth club participation scheme during the school day which has been tested at 13 (now 19) different schools in Malmö. Close on 2 mill.Skr have been made available for local authority activities during each of these school years. The SHL-project has carried out comprehensive studies of youth club participation in school.

Youth club activities in school have been made possible by Malmö council allocating special funds for a) the activities of the youth clubs (materials and leaders' salaries), b) employment of youth centre leaders to administrate activities. As a rule, each school has had its own youth centre leader (the term youth centre leader is misleading in a way, as this category of leisure services staff has been employed exclusively within their respective schools and have thus not had any duties at youth centres). About 35 different youth clubs, a large propotion of which was made up of sports clubs, have contributed with voluntary activities for pupils during breaks and free periods at 13 Malmö schools.

A thorough evaluation of activities during 1977/78 has been carried out. Evaluation comprised interviews with head teachers, staff conferences, interviews with leisure services staff, youth club leaders and parents, and a pupil questionnaire.

Accounts of these studies have been presented in a number of working reports (see this point below). A summary of these has been made in the series entitled Särtryck och småtryck (reprints and miniprints) No 263, November 1978 (Bengt E. Svensson, Föreningsmedverkan i skolan. Sammanfattning av en utvärdering av verksamheten vid ett antal Malmöskolor läsåret 1977/78). (Youth club participation in school. Summary

of an evaluation of activities at a number of Malmö schools during the 1977/78 school year).

Youth club participation is, as a rule, regarded as a positive contribution to school life. The following points may be mentioned arising from the evaluation.

o The range of activities in the various schools has acquired a sports bias. A more varied range of activities is required.

o Results of the pupil questionnaires indicate that activities such as singing, dancing, music and drama would be interesting and attractive to a large group of pupils. These cultural activities, however, are not represented to any major degree among those youth clubs participating.

o The range of activities offered has attracted the boys to a greater extent than the girls.

o There does not seem to have been any major degree of pupil participation in planning the activities of the youth clubs.

o In several places, premises have been a great problem and have made it more difficult for the youth clubs to establish some kind of profile for their activities, for instance.

The pupil questionnaires have been subjected to more in-depth dataprocessing using certain hypotheses as a basis. Processing has not yet been completed.

4.1.2 Intensive study

A visiting researcher to the Department of Educational Psychology in Malmö, W. McAtee from the Education Department of Western Australia, has made an intensive study during the autumn of 1978 of three of the schools which have taken part in the youth club participation scheme. The study has been reported in the series Reprints and miniprints, No 282, 1979 (McAtee, W. The integration of leisure activities into the school day: A limited evaluation within the project School-

home-leisure). The study presents a system of basic factors: e.g. organization, premises, activities and time. It is the author's view that progress has been made to varying degrees at the three schools. There are, however, a number of problems which put a question mark over the original aims of the project.

4.2 School-home cooperation

No new experimental activity in the real sense has been started under the heading of School-home. However, a survey has been made and an account presented of interesting activities within local Home and School organizations in Malmö. S. Lindh, Samarbete mellan hem och skola i Malmö. En idé och exempelsamling (Cooperation between home and school in Malmö. A compilation of ideas and illustrations) (Malmö LEA, 1978). This paper gives resumés of reports of activities from a number of schools as well as extracts from information sheets from different schools. A number of interesting initiatives are described in more detail.

Activities within a local Home-School-Association were studied intensively by means of interviews and hearings with a variety of interest groups (the August project). The following are some of the main issues for discussion:

The arrangement of activities, success, organization, cooperation, pupil participation, collaboration with youth club and leisure services staff, future activities.

The results of the study are currently being processed.

5 CONTACTS AND DISSEMINATION OF INFORMATION

The type and nature of contacts may be categorised as follows:

a) local authoritiy activities

There is a local working party coordinating and partly responsible for project activities within the local authority area. Regular progress reports on the project are made to the Local Education Authority. A representative of the project is on the Local Authority Experimental Committee, in which the activities are discussed. Special seminars have been arranged, at which politicians, senior officials from various government departments, head teachers, ordinary teachers, parents, leisure services staff, youth club leaders and pupils have discussed the results and problems relating to the work of the project. Stenciled summaries of these seminars are available.

b) science-orientated seminars

For the purpose of analysing scientific problems within the interest area of the project, seminars are arranged, which are also designed for the research students in the Department.

c) contacts with recreation educationalist and recreation leader training

The project has maintained continous contact with recreation educationalist training in Malmö and recreation leader training at the Hvilan Folk High School and with other teacher training.

d) conferences and teachers' seminars

Contact with youth club activities and school staff has been maintained by means of the project team regularly attending conferences and teachers' seminars. Material produced by the project has been used to a substantial extent in training SIA information officers, at teachers' seminars, and on in-service courses for school staff etc.

e) regional conferences

During the course of its activities, the project has collaborated in depth with the Regional Council and with the Regional Board of the College.

f) central authorities

Contacts within the National Board of Education receive regular information on the project. A couple of progress reports have been made by the National Board of Education.

g) press

The daily press and the educational press have reported on the activities of the project in various connections.

h) international contacts

The project has developed contacts with researchers and administrators in a number of other countries and with international bodies, thereby spreading the reports on the project.

6 WORKING PARTY

The work of the projects is directed by a local working party incorporating representatives of various interest groups. The working party includes representatives of the Department of Educational Psychology at the Malmö School of Education-University of Lund, the Education Committee, the Leisure Services Department and the Social Services Department. Also represented are the National Federation of Teachers, the Association of Comprehensive School Head Teachers, the Swedish Union of Teachers and the Swedish Association of Vocational Teachers. The local home and school organization is also represented. Representatives of the activities dealt with by the project, e.g. representatives of youth clubs and pupil organizations, are also invited to the meetings of the working party. The meetings of the working party form a central part of the work of the project.

Reports, summaries and memoranda from the School-home-leisure project

A. Problem analyses

a. Published reports

Gran, B & Kjellamn, L. Education and the integration of leisure activities and pupil welfare. Pedagogisk-psykologiska problem, No 323, 1977.

Rudvall, G. & Svensson, B.E. Development of individual schools and other institutions. Reprints and miniprints, No 242, 1978.

Sjöberg, A. Parent involvement in a more open school. A conference - the background and follow-up. Reprints and miniprints, No 290, 1979.

Svensson, B.E. School-home-leisure. Part I: Documentary analysis. Pedagogisk dokumentation, No 47, 1977.

Svensson, B.E. School-home-leisure. Part II: A conference report. Pedagogisk dokumentation, No 48, 1977.

Svensson, B.E. School-home-leisure in cooperation. Reprints and miniprints, No 229, 1977.

Svensson, B.E. Recreation leaders in school. Secondary level. A survey of spheres of activity and duties. Reprints and miniprints, No 232, 1977.

Svensson, B.E. Views and attitudes concerning cooperation between school, home and leisure. - Interviews with representatives of various interest groups. Pedagogisk-psykologiska problem, No 330, 1978.

b. Working reports

Göransson, Kj.-A., Svensson, B.E. & Wenell, C. The Videdal study autumn 1977 - a preliminary interim report. January 1978.

Strinäs, S. & Gillsin, H. Membership of a youth club. Special project spring 1978.

Svensson, B.E. The range of cultural activities open to schools. Interview survey and cataloguing of the range of activities offered by some local authority institutions during the 1978/79 school year in the Malmö area. Stencil 1979.

B. Experimental schemes

a. Published reports

McAtee, W. The integration of leisure activities into the school day. A limited evaluation within the project School-home-leisure. Reprints and miniprints, No 282, 1979.

Lindh, S. Cooperation between home and school in Malmö. A compilation of ideas and illustrations. Malmö Local Education Authority, 1978.

Svensson, B.E. Youth club participation in school. Summary of an evaluation of activities at a number of Malmö schools during the 1977/78 school year. Reprints and miniprints, No 263, 1978.

b. Working reports and draft reports

Kanter, D. & Ståhl, U-Å. Youth club participation in school. A special study. April 1978.

Svensson, B.E. Youth club participation in school - Pupil survey. August 1978.

Svensson, B.E. Youth club participation in school - Group interviews with youth centre leaders. August 1978.

Svensson, B.E. Interviews with head teachers. Interview survey concerning youth club participation at 12 Malmö schools. August 1978.

Svensson, B.E. Youth club participation in schools - Interviews with representatives of participating youth clubs. October 1978.

Svensson, B.E. Interviews with parents concerning children's participation in youth club activities at a number of Malmö schools, spring term 1978. October 1978.

Svensson, B.E. Evaluation among school staff of youth club participation in school. October 1978.

Wilhelmson, A. Interviews with youth centre leaders concerning youth club participation in school. April 1978.

C. Some memoranda within the project

Gran, B. Memo on continuation of development work focusing on the social functions of the school. (School-home-leisure) 16.8.1976, rev 20.9.1976 (7 pp).

Gran, B. Evaluation and planning problems related to the School-home-leisure project. 22.9.1977 (9 pp).

Gran, B. Activities within the SHL-project. 14.11.1977. (3 pp).

Gran, B. & Svensson, B.E. et al. Evaluation of special resources for youth club participation in school. 2.12.1977. (7 pp).

Svensson, B.E. School, home and leisure. A research project. 8.2.1978.

Svensson, B.E. Sub-theme at regional conference. School/ pre-school and culture. 7.5.1979.

Reports and memoranda can be ordered from

Pedagogisk-psykologiska institutionen
Lärarhögskolan i Malmö - Lunds universitet
Box 235 01, 200 45 Malmö
tel 040/867 00

NB: All reports with the exception of Gran, B. and Kjellman, L. Education and the integration of leisure activities and pupil welfare, McAtee, W. The integration of leisure activities into the school day and Svensson, B.E. School, home and leisure. A research project, are written in Swedish.